

# THE LIBRARY ASSOCIATION RECORD

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ANNUAL GENERAL MEETING AGENDA, Page 194

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THE DEWEY DECIMAL CLASSIFICATION, EDITION 16

PRODUCTION OF BULLETIN AND CATALOGUE ENTRIES

HOW ARE WE TO REACH NEW READERS?

— Insert —  
LIAISON  
Library Association News-Sheet

VOL. 61 NO. 8

AUGUST 1959

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# The Library Association Record

Editor: A. J. Walford, M.A., Ph.D., F.L.A.

Vol. 61. No. 8.

AUGUST 1959

We regret that, owing to the printing dispute, the size of the *RECORD* and *Liaison* has been drastically reduced. Usual publication will be resumed as soon as circumstances permit.

## The Dewey Decimal Classification, Edition 16

By E. J. COATES, F.L.A., *Chief Subject Cataloguer, British National Bibliography*

IN library classification, as in other spheres, nothing succeeds like success. Because the Dewey Decimal Classification is in almost universal use in public libraries of the English-speaking world, that is in itself the strongest reason for retaining it in the future. It is doubtful if its retention can be defended upon any other ground. For, although the D.C. has much significance as a historical landmark and as a stimulant to later thinking in classification, its defects are not far to seek. In the last few decades it has become, to put it mildly, a dubious asset.

How far is this situation materially altered by the recent appearance of the 16th edition of the D.C., the first full-size revision since 1942? In reply, two things may be said immediately. First, that the 16th edition has not performed the miracle which would be required to turn the D.C. into an even moderately satisfactory scheme for the subject display of books on shelves or entries in classified catalogues. Second, that it is nevertheless an improvement upon the previous full-size edition—the 14th. The extent of improvement is rather hard to assess without benefit of extensive experience in applying the new edition.

Why may it be said to be an improvement? First and most obviously, it has managed to come reasonably abreast of contemporary knowledge as found in books. This is not to say that the new topics listed have always been fitted happily into the old framework. Furthermore, the revisers show, through their notes and definitions, a far greater awareness of the practical dilemmas which confront classifiers than did their predecessors. To look through the pages of the 13th or 14th edition is to gain the impres-

sion that books on composite subjects scarcely exist. You might get books on Protective Coloration and books on Birds, but on Protective Coloration of Birds, never. In the 16th edition you may, if you are fortunate, find a note telling you under which of the two possible headings such a composite subject should go; if you are exceedingly fortunate, you may find that you can specify the subject notationally by combining one of the two possible numbers with a part of the other. Both of these kinds of assistance are given on a rather more generous scale in the 16th edition than hitherto, though they cannot be given in adequate measure by a classification which is still, as it were, unconscious of the faceted structure of classified knowledge. Next, there are 134 relocations which are completely new. One's impression is that perhaps the greater number of these are beneficial. There has also been a considerable amount of revision of the scope of individual numbers (e.g., 331.8 Laboring Classes has become Industrial Sociology); meanings have been widened here, narrowed there, and there has been a good deal of purely terminological repair. Here again, a majority of the changes will probably command approval. It should be added that the typography is vastly improved and that the Index is, most helpfully, issued as a separate volume.

So much for the credit side. One must temper what has been said about the success of the 16th edition in accommodating new subjects, by pointing out that many of them are merely mentioned or implied in an inclusion list without being given a specific number; they are, it would be fair to say, dumped rather than placed. A great many

subjects, both old and new, of more than transient importance are treated in the perfunctory way: such, for instance, as Posters in Advertising, Fur Trapping, Cosmogony in Astronomy, Queue theory, Numerical analysis, Buses in Transport, Children in Sociology. The full list is a very lengthy one, and arises from the unrealistic basis upon which numbers are expanded. This is that there must be at least twenty titles under a heading in United States libraries before a presumption arises in favour of subdividing that heading. Many librarians who adopt the 16th edition will, in view of this, hesitate to throw away their copies of the 14th edition.

The 134 relocations which have been made are nearly all minor ones. Apart from the re-drafting of sections 546 and 547, no attempt has been made, by means of alternative schedules or otherwise, to eliminate the grosser ineptitudes of order in the D.C. Psychology is still in two separated areas, one of which is highly muddled. History of philosophy is similarly sundered. Comparative Religion is far from Religion—general, as is Economics from Commerce. Social Welfare, Social Customs, and Social Anthropology are well and truly divorced from one another and from Sociology. History is separated from Prehistoric and the Social Services. The entirely arbitrary order in such divisions as 320, 330, 350, 370, 711, 731-735, 740, and 785, remains unchanged. There is no clear principle for the classifying of books on the manufacture of particular articles. A sparse and oddly-chosen selection are mentioned in 660-680, but rarely specified notationally. The 16th edition also displays many instances of inverted subordination, as when the scope of the symbol as delimited in the heading is immediately contradicted by the note following. For instance:

**531 Mechanics of solids**

Including comprehensive works on mechanics.

**909 Medieval and modern world history**

Including comprehensive works on ancient, medieval, modern history.

This is classificatory double-talk with a vengeance, though we should perhaps be grateful to the revisers for making it so obvious this time. British subscribers are a minority, and it should be recorded that there appears to be absolutely no attempt to provide for subjects likely to be of special interest to British libraries. There is not even a specific number for the Commonwealth, and Great Britain still follows one of its constituent parts, Scotland.

At the end of the debit side of the account must be placed the so-called Form Divisions. The list of Viewpoints in 00 and Miscellaneous Common Subdivisions in 000 which formed part of the 14th edition have been abolished, and places have been found for some of their contents in the Form Divisions, into which a few fresh topics, such as Models and Collecting, have also been introduced. These changes have, if anything, made the order of the Form Divisions even more chaotic than ever. Terms denoting forms of presentation jostle with others denoting subjects, and the subordination is at times meaningless (as for instance when Technique of Writing on a subject is subsumed under the Philosophy and Theory of the subject). The editorial comment and practice in applying the Form Divisions is scarcely satisfactory. They should not, the editor tells us, be attached to symbols more than five digits long; the divisions 093-099 should not in general be carried out beyond the level of country. It has apparently not been realized that whenever a symbol containing 0 is used under a heading with a special meaning, *all* the regular form divisions under that heading require 00. The consequences of forgetting this may be seen in the 0 divisions under 616, in 301-308, and elsewhere. There is also in this edition an extended use of direct local division by .3-9 instead of by 093-099. In most cases there seems to be no reason for this except that .3-9 happen to be vacant. In a few instances 093 is used for local division under ancient history and .4-9 for local divisions under modern history. Sheer indifference to helpfulness and simplicity in order could scarcely go farther.

Uncomplicated and self-evident order is a factor which belongs to the very essence of classification. That it is only feebly manifested in the most used of all classifications must be attributed to two causes. The first is human inertia masquerading under the slogan "integrity of numbers". Errors and anachronisms have been left uncorrected for decades. There is therefore a frightening backlog, so we go on leaving them uncorrected. At the best, the 16th edition can be said to have trifled uncertainly with this problem, which will continue to plague libraries until it is decided that the painful effort and expense of drastic changes are preferable to carrying the millstone any longer. Change to what? To a really transformed Dewey or to a new classification? Perhaps the fact that the Decimal Classification now proposes to go into continuous revision, with frequent bulletins, enabling users to absorb changes in small doses, suggests that the first



possibility should not be entirely ruled out. But we clearly need a new classification now, if only to establish desirable standards.

The second factor which has impeded beneficial change within the Decimal Classification requires, if it is to be overcome, a change of heart, not by users, but by those responsible for revision policy in Washington. Melvil Dewey's notation was designed for a relatively static field of knowledge. Its ability to accept new subjects at levels partially occupied is contingent upon the chance factor of unoccupied spaces in the notational sequence, so, naturally, new subjects which must be inserted tend to be placed in notational vacancies rather than in logical position. New generic concepts, new unified concepts binding together components already separately established (e.g., Solid State Physics) cannot be accommodated at all. It is imperative that the attitude of sacrosanctity still accorded to a wholly inadequate notational mechanism should come to an end, for no other factor has been more responsible for the difficulties in which the Decimal Classification has found itself. The notation has still made far too much of the running in the 16th edition, often at the cost of helpful order. Salvation, if it is to come to the Decimal Classification, could conceivably arrive through the use of alternative schedules which librarians could adopt one at a time as they were able. Unfortunately, with the present notational apparatus, alternative schedules are extremely difficult to insert except upon an unwieldy base notation which discredits them

from the start (remember the fate of 159.9 in the 13th edition). They would require an alternative notation using letters or one or two arbitrary signs, possibly after the second digit. For example, an alternative to 320-329 could be built on 32A-32Z.

The use of the dictionary catalogue in American libraries is a third factor which is often put forward to explain the apparently minor importance which seems to be attached to helpful order and specification by the D.C. It is not easy to say which of these two inter-related facts is clearly the cause of the other. It could be argued that American disillusionment with classification as a means of retrieving information is itself largely a result of experience with the Decimal Classification.

As matters stand, libraries which decide to adopt the 16th edition will have to undertake a fair degree of revision, not only on account of the 134 relocations, but also because of the adjustments to scope and width of meaning which have been made at many heads. They will not wish to wipe out specific 14th edition numbers which the 16th edition has now chosen to delete. Perhaps the best compromise would be to use all straightforward expansions of 14th edition numbers and all relocations which appear to give a decidedly better position. Some libraries will have already adopted selected 15th edition relocations because they give a pattern superior to that of the 14th edition, and they will not wish to abandon these because the 16th edition may have now done so.

Class number	Number of works recorded Jan., 1951-June, 1958	Classification by 14th edition		Classification by 16th edition		Gain or loss expressed as % of total works recorded
		Number of works given specific number	Number of works for which no specific number was available	Number of works which would receive specific numbers	Number of works for which no specific number was available	
132	128	81	47	67	61	-10.94
136.7	207	122	85	124	83	+0.97
150	183	158	25	141	42	-9.29
160	86	48	38	48	38	0
347	832	313	519	341	491	+3.36
519	169	104	65	114	55	+5.92
551	469	321	148	352	117	+6.61
628	240	141	99	89	151	-21.67
629.2	578	279	299	283	295	+0.69
639.1	127	60	67	74	53	+11.02
664	194	47	147	66	128	+9.79
690	601	294	307	340	261	+7.65
711	370	196	174	197	173	+0.27
770	452	277	175	251	201	-5.75
796	1,330	745	585	1,097	233	+26.47

The 16th edition has some 13,000 fewer specific headings than the 14th: on the other hand, a higher proportion of the headings given in the 16th edition represent subjects of recent literature. The preceding figures, for which I am largely indebted to my colleague, Mr. J. Linford, attempt to show the gain or loss in specificity resulting from the adoption of the 16th edition in a few selected subject areas. Entries which appeared in the *B.N.B.* between January, 1951, and June, 1958, are analysed for specific or non-specific placing by the 14th and 16th editions respectively. No account has been taken of the suggested restrictions on the use of Form Divisions, nor of material subjected to "divide like the whole classification" directions. Books on particular organizations, or brands of objects, classified by *B.N.B.* with a [1] are treated as specifically classified for the purpose of this comparison. The sample is perhaps too small to warrant conclusions about the scheme generally, but it suggests a small overall gain in specific placings as compared with the 14th edition. Despite this gain, it seems clear that the 16th edition has not nearly solved the problem of specificity in relation to actual literature, and the fact that in some areas there is actual loss of specificity suggests that it will be prudent to adopt it with reservations in favour of the 14th edition in special subject fields.

This review inevitably contains a number of general statements on the 16th edition, unsupported by concrete examples. A detailed examination of a single Main Class, as it now stands in the 16th edition, will form the subject of a later article.

### Production of Bulletin and Catalogue Entries

In the *RECORD* for July, 1957, 59(7), 247-8, there appeared an account of a spirit duplicating process for producing bulletin and catalogue entries at one typing. The library of the Milk Marketing Board has just changed over to unit entry, and readers may be interested in the method by which cards and lists are produced at one typing on a paper plate, with ink duplicating. Examples of the cards and lists produced may be seen in the L.A. Library.

Cards and lists of additions to stock are produced together by typing on to a "Duplimat" master—the blue "Duplimat" is used—and running off on the "Multilith" machine which the Board already possesses and uses extensively

for office duplicating. We need 250 copies of the list, but up to 500 could be obtained by the same method; and the number of cards required is governed by the item requiring greatest number of catalogue entries per page (say six). The Duplicating Department runs them off in this way: Page 1, paper first then card; Page 2, card first, then paper, and so on. This is necessary because the rollers have to be adjusted for the different thicknesses and the master cannot take more than one run. Sheets of card 13 in.  $\times$  9 $\frac{1}{4}$  in. are used and subsequently quillotined into separate cards. These are smaller than the standard almost 5 in.  $\times$  3 in.; we have a supply of standard cards for "see" references, etc., and the  $\frac{1}{4}$  in. difference does not prove inconvenient in practice; it might even be a help, as, for instance, in stocktaking (ignore all cards which protrude). The trimmings are used for shelf and drawer labels, so that nothing is wasted.

The extra expense on paper for lists, due to spacing the items further apart, is more than offset by the saving in typists' time; for the list, in some form, always had to be typed, whilst every card was formerly typed separately and with a different layout.

The subject headings are superimposed on paper lists only and typed on to separate masters, instructions to typist taking the form of handwritten cards, e.g., "Before 1-3 02 Libraries" (where 1-3 = page 1, item 3). To get layout correct, the main page already typed is placed beside a blank master and the position of the headings worked out. No marks may be made on the "Duplimat" except the actual typing, so that corrections must be written on separate sheets of paper. Headings in future will be black instead of red, but in larger type, to save cleaning the machine between runs.

The only slight inconvenience to the library arises from our decision to issue lists bi-monthly; we now have longer to wait until our cards get into the catalogue, although we have our handwritten cards for reference. These have previously served as order cards, which are moved on after receipt to the section called "awaiting catalogue cards"; they are out of the library for two days whilst the list is being typed, instead of a few at a time throughout the period. Lists are made up in numbers such as to fill the last page and minimize wastage. If receipts in the period exceed the requisite number by a few, the least important items are postponed until the next list. If a few more are needed, they are made up from current receipts that would normally have been too late for the list.

C. PILE

# How Are We To Reach New Readers?

By MRS. GRETA RENBORG, Consulting Librarian, Stockholm, Sweden

[Mrs. Greta Renborg was one of the outstanding memories of the Anglo-Scandinavian Conference of 1958 at York. We British librarians were fascinated, not only by her personality, which shines like a beacon, but by her single-minded advocacy of the enlargement of the libraries' boundaries, in the belief that books and reading are needed in everybody's life, whatever his habits, occupation, or education. She described a kind of propaganda that went far beyond anything we believed possible or practical, and she described it with such verve that we were convinced almost against our will.]

Mrs. Renborg has been doing for the last three years a unique job in stimulating interest in public libraries, as a special officer of the Libraries Department of the Swedish Ministry of Education, with a free hand as to methods and ideas. I was so interested in her description of her work that I asked her to submit an article on it to the *RECORD*. While no printed word could convey the vivid personality of the writer, it is obvious that here is a challenge to our thinking on the 60 per cent of citizens who are apparently untouched by public library services. —FRANK M. GARDNER.]

**L**IBRARIANS all over the world know that there are many more potential readers. How are they to reach them?

In the province of Dalarna, in Sweden, the Dalarna Library club sponsored a field experiment which had for its aim to try to find readers amongst "the missing three quarters". The librarian writing this article was requested to carry through this work, which was done during the winters of 1956/57 and 1957/58.

There was no starting-point for such a task. According to a Gallup survey in 1949, 65 per cent of the non-readers said that they had "no taste" for reading, 22 per cent declared that they had "no time" for reading. The consulting librarian then found that her job was to entice people into a feeling of enjoyment in reading and to inspire them to make time for reading.

The consulting librarian has been employed part-time, she has another part-time job as contact librarian in Stockholm for Library Service, Ltd., in Lund. During the experiment book-programmes of different kinds were held in 40 out of Dalarna's 44 rural municipalities. In each municipality various villages were visited, some of them repeatedly. Above all, effort was concentrated on interesting the non-readers in the rural districts, but some programmes were conducted in the six cities of the province as well.

Dalarna covers an area equivalent to roughly

one-tenth of Great Britain and Northern Ireland. Population is scattered, with about 20 people per square mile. The consulting librarian had vast areas to cover and very isolated spots to visit. A village name such as "The Darkness" gives full expression to the lonely isolation of many Dalarna villages.

The following kinds of "book-talks" were given:

- (1) lectures in the upper classes of primary school. Here the major purpose was to show that books were something to enjoy even after school was finished and that books could enhance life.
- (2) lectures in high schools, farm schools, domestic schools, vocational schools and the like. The book-talks attempted to combine interest for practical work with reading knowledge.
- (3) talks at different organizations, such as the Women's Institute, P.T.A. meetings, and so forth.
- (4) other gatherings where the book-talk was not the main subject of the meeting, such as:
  - (a) courses for youth; for example, boys learn how to use the power-saw. The book-talk then starts with books about animals, trees, flowers and may end up with something quite remote from power-saws;
  - (b) courses for housewives studying household appliances or flower arrangement. A home economist or a county agent might organize the course. On those occasions the consulting librarian told of books about electric machines, deep freezing, gardening, home furnishing, as well as books for children and novels and other books for grown-ups;
  - (c) gatherings of women, such as housewives on vacations (sponsored by the government after the usual probation of the income) and sewing meetings in the vicarage. In both cases one reaches women who would seldom have attended a meeting that had a lecture about books on its programme;
  - (d) recreational village-get-togethers, or entertainment evenings, which were advertised by means of relayed messages, telephone chains, duplicated letters dropped into letter-boxes, advertising in the local paper or a home-made poster.

On one occasion a travel agency sponsored a feature programme and the consulting librarian was given a quarter of an hour for her talk. These entertainment evenings were rather well attended. Not even zero Fahrenheit weather kept people away. At the feature-programme mentioned above, more than 150 people were present. On another evening the relayed message drew 120 people to a canteen of a knife factory. That

evening the consulting librarian had an improvised dialogue with our best-known skier. All kinds of team-work were tried. In the very lonely valleys in the far north of the province, a fiddler and the vicar accompanied the consulting librarian. In some places the children performed plays and sang or played various instruments.

The book-talk held by the consulting librarian lasted from 15 to 45 minutes, this depending on the composition and accessibility of the assembly. At most types of gatherings the film *The road to the book* was shown. The American film *The impressionable years*, as well as the work of the Swedish film-maker, Arne Sucksdorff, were sometimes used as starting points for the talks.

The books themselves are important factors during these evenings. There is always a book-exhibition placed next to the entrance. If there are two entrances, the book-exhibition must be divided into two parts. The participants should almost fall over books as they enter. The books exhibited are about subjects that may interest the listeners—hunting, fishing, weaving, cooking, farming, gardening, and so forth. Also, timeless books in cheap editions are displayed. One of the themes in the book-talks is: "A new book is a book you have not read before."

Other requisites are slides on "Book-lenders and book-borrowers on America's prairies, Britain's moors and Sweden's countryside". Filmstrips are useful if the audience is very young. Fairy tales are easier to understand and listen to in that way.

The consulting librarian has to travel by car, usually heavily loaded. Equipment includes book-cases, film projector, slide projector, and film screen, as well as some few personal things and facilities for the car. (Sand, a wire rope and a spade are necessities.)

All kinds of meeting-places have been used for these programmes: libraries, parish public rooms, community centres, lodges, factories and even a laundry. When there was a book-programme in the laundry, the film projector was placed on a washing-machine and wooden planks were placed upon bricks and were suitable as seats for the 90 listeners who came. The book-talks often end with a coffee hour, which is a good way of meeting the non-readers. In the laundry, the drying room was used for the refreshments.

There have also been some programmes specially directed to the teen-agers. On one occasion a domestic school had invited teen-agers to a "Book-and-film evening". The common room, situated in an old farmhouse out in

the forest, became crowded with youngsters. On another evening the city librarian in a small industrial town, with the help of a political youth club, organized a teen-age evening in the library. The consulting librarian was asked to arrange some of the programme. There was a quiz, a book-talk, poems on records and even a dance on the programme. The next day most of the teen-agers in that city knew about the library and that it contained books about their hobbies, such as motorcycles, cars, aeroplanes, radio and jazz.

What do the book-talks deal with? Any kind of interest. But certain main themes underlie the special variations: that you never know a job so well that you cannot learn more about it; that it is a pleasure to widen your horizons; that knowledge is not power, but joy; that we are responsible for the world we live in; that we have not only rights, we have duties too; that thoughts and feelings become richer and clearer when we are able to express them, and it is through reading that both children and adults enlarge their abilities in self-expression. And, of course, the book-talks contain information about the resources and organization of libraries, book-shops and second-hand bookstores.

What, then, are the results of this field-work?

It is not yet possible to assess these. According to one city library where the propaganda had focused specially on the teen-agers, use of the library increased between 35 and 40 per cent last year, but calls for the types of books specially interesting to the age-groups concerned increased by 75 per cent.

After some village-get-togethers, new requests from the library have differed in kind from previous requests. Often local branches in the rural districts have been more frequently visited. County library and book stores have received more requests for specific books.

But these book-talks have another effect. The press has been interested. Visiting librarians from other countries have given this field-work excellent publicity, and columns dealing with the project have been numerous. As a result of this publicity, many people who have not visited the book-programmes have heard about them or learned to know what they dealt with. The granting authorities have come to take note of the existence of a library and it is possible that they have become more aware of its work.

A working hypothesis has been this: every teen-ager who in one way or another has been tempted to a library programme, every housewife arranging flowers, every fisherman or forester



who attends one of these book-programmes is a possible new reader. And every new reader is, in turn, a potential "salesman of readership".

The results are not only those that can be directly measured. For one thing, the immediate effect on library borrowing give no indication of the long-term results. Is the phenomenon temporary, or does it take hold and spread? Also, there are the further questions—what kinds of reading ultimately result, and how this pattern is to be judged, by what criteria? Perhaps the methods of influencing and stimulating reading interest in rural districts such as were used in this field-work may, at some time, be tested statistically in sociological research that could provide at least a partial basis for evaluating them.

This experiment was made possible through the £1,500 that Dalarna Library club won from government bonds, bought with money left over when the library club had a lottery to finance a bookmobile for the province. Hence it was pure luck that gave Dalarna this opportunity to experiment with ways of reaching the non-readers.

During the winter of 1958/59 another province in Sweden (Södermanland) was the field for a similar project, now financed by the local and

governmental authorities. This time we did not try to visit all centres in the province, but intensified reading propaganda in those districts where the libraries were not so well used.

Extension work of this kind is an expensive kind of library work. On the whole it is also a rather difficult job for one person. The best result would be reached if many field-workers were on duty at the same time. Even book-salesmen and teachers ought to be interested in going out and talking about books and reading now and then. Library staff members ought to arrange to have some book-programmes in remote places, just a few places each month. It is a good way of getting to know the community.

This experiment has been an attempt to find working methods of reaching non-readers. Libraries can maintain their book-selection policy and give good service to the readers they already have, and at the same time try an extended activity. This has to be done before all "central" problems are solved. If we seek to provide a perfect library system before we try to widen our library clientele, libraries will lag behind in competing with other institutions for people's spare time and interest.

## BRANCH AND SECTION ELECTIONS

### Reference, Special and Information Section

Nominations are invited for the Officers and Members of the Section and Group Committees. Nominations must be submitted in writing, signed by two members and countersigned by the candidate, and must reach the Section and/or Group Secretary *not later than 1st October*. The Committee will be constituted as set out in the Section and Group Rules. Each member of the Section is entitled to nominate and be nominated for the Section Committee, and also for one Group in those areas where a Group has been formed (see below).

No other notices will be issued by Groups.

**Addresses of Hon. Secretaries:** *Section Committee:* J. Roland Smith, U.K. Atomic Energy Authority, Development & Engineering Group, Risley, Warrington, Lancs.; *North Midland Group:* Miss J. Binns, English Electric Company, Rugby-Whetstone Library, Cambridge Road, Whetstone, Leicester; *North Western Group:* Miss B. M. Walker, Central Library, St. Peter's Square, Manchester, 2; *Northern Group:* K. Bramwell, Intelligence Division, Imperial Chemical Industries Ltd. (Billingham Division), Billingham, C. Durham; *South Eastern Group:* Mrs. O. R.

Stokes, Library, Institute of Education, University of London, Malet Street, London, W.C.1; *West Midland Group:* Miss B. M. Elsmore, West Midlands Regional Library Bureau, Reference Library, Ratcliffe Place, Birmingham, 1; *Western Group:* H. Overton, Librarian, W.D. & H.O. Wills, Bedminster, Bristol; *Yorkshire Group:* Mrs. A. Mason, Cataloguing Dept., Central Library, Calverley Street, Leeds, 1.

### Youth Libraries Section

Nominations are invited for officers and five committee members. Nominations should be submitted in writing, signed by two members of the Section and countersigned by the nominee, and must reach the Honorary Secretary of the Section, School Library Service, County Offices, Matlock, Derbyshire before *1st October 1959*.

The following members have been nominated by the committee as officers for 1960: *Chairman:* Mr. H. R. Mainwood; *Honorary Secretary:* Mr. M. S. Crouch; *Honorary Treasurer:* Miss D. D. Chilcot; *Honorary Membership Secretary:* Miss N. A. Dale; *Ex officio member:* Miss E. H. Colwell, retiring Chairman.

(Continued on page 195, col. 2)

# The Library Association

## Annual General Meeting

The Annual General Meeting of Members of the Library Association will be held in the Pavilion, Torquay, on Wednesday, 23rd September, 1959, at 2.15 p.m.

### AGENDA

1. To receive the Minutes of the previous Annual General Meeting held in Brighton on 24th September, 1958. (Published on page 315 of *THE LIBRARY ASSOCIATION RECORD*, October, 1958, and in the Annual Report for 1958).

2. To receive the report of the Scrutineers on the Election of Council for 1959. (Published on page 376 of *THE LIBRARY ASSOCIATION RECORD*, December, 1958).

3. To receive and consider the Annual Report for 1958, including the report of the Honorary Treasurer and of the Honorary Auditors (circulated to all members with *THE LIBRARY ASSOCIATION RECORD*, May, 1959).

4. To nominate and elect for the year 1959 two Honorary Auditors (who, in accordance with Byelaw C.4, may not be members of the Council).

5. To receive an invitation on behalf of the Mayor and Corporation of the Borough of Scarborough to hold the next Annual Conference in Scarborough from 12th to 16th September, 1960.

6. To express the thanks of the Association to the Mayor and Corporation of the Borough of Torquay, and to all those who have facilitated the work of the Conference.

### ANNUAL REPORT FOR 1958

Members attending the Annual General Meeting who wish to ask questions on the Annual Report under item 3 are invited to submit these to the Secretary in writing some days before the Meeting. This will enable the Chairmen concerned to give more adequate replies.

Attention is drawn to the fact that the Reports of Branches and Sections which are contained in the Annual Report are reports to Council, and are only printed as a matter of information and courtesy.

### Winter Examinations, 1959

1. *Entry Forms.* Entry forms for the Winter examinations are now available upon application to the Secretary. Supplies of forms to meet the winter requirements will be sent to librarians and staff representatives upon application: a stamped addressed envelope should be enclosed. Care should be taken to specify the number required for each examination, i.e., First Professional, Registration and Final. The fees have been revised, and old forms should not therefore be used.

2. *Certificates.* Candidates entering for the first time are reminded that they must comply with and should read the regulations set out in the *Students' handbook*, the *Syllabus of examination*, and the *Year book*. They must be members of the Association and must have obtained a General Certificate of Education which conforms with the Council's requirements. Graduates seeking exemption from the First Professional Examination are required to submit evidence of graduation.

3. *Envelopes.* Two stamped addressed envelopes (post-card size) must be forwarded with the entry form for the despatch of the candidate's entry ticket and result card (Regulation 8). Failure to comply with this Regulation will delay both entry ticket and notification of result.

4. *Remittances.* All remittances should be in the form of cheques, money orders, or postal orders, made payable to the Library Association and crossed. Loose cash should not be sent. Graduates claiming exemption from the First Professional Examination are required to remit an exemption fee of £1 1s. in addition to the Registration Examination fee specified on the entry form. Envelopes containing entries should be endorsed "Examinations".

5. *Closing date.* The closing date for applications to sit the Winter examinations is 30th September, after which no applications can be considered.

6. *Group A (iii), Practical Classification and Cataloguing.* Before sending in applications to sit this part, candidates should make sure that they have access to the permitted works as set out in the syllabus, since no copies of these works will be provided in the examination room. The 13th, 14th and 16th editions of the Dewey Decimal Classification are permitted works: the 15th edition is not.

7. *Group D (vii) (a).* Candidates for this part must state on their forms whether they wish to take period (i) or period (ii). (See syllabus.)

### 8 Dates of Examinations.

Wednesday, 18th November (all day). First Professional.

Tuesday, 1st December (all day). Final, Part I.

Wednesday, 2nd December (afternoon only). Registration A(i).

Thursday, 3rd December (all day). Registration A(ii) and (iii).

Friday, 4th December (all day). Final, Part 2.

Monday, 7th December (all day). Registration B.

Tuesday, 8th December (all day). Final, Part 3.

Wednesday, 9th December (all day). Registration C and D and Specialist Certificate (e).

Thursday, 10th December (all day). Final, Part 4.

9. Centres for the examinations will be provided at:

Birmingham	Lincoln	
†Bolton	Liverpool	
Bournemouth	London	
†Brighton	†Luton	
Bristol	Manchester	
†Burnley	Middlesbrough	
Carlisle	Newcastle upon Tyne	
†Chatham	†Northampton	
†Chelmsford	Norwich	
Cheltenham	Nottingham	
†Coventry	†Oxford	
*Doncaster	*Peterborough	
Exeter	Plymouth	
Hereford	Portsmouth	
Hull	†Preston	
Ipswich	†Salford	
Isle of Wight	Sheffield	
Leeds	*Shrewsbury	
Leicester	Southampton	
WALES	SCOTLAND	IRELAND
Aberystwyth	Aberdeen	Belfast
Cardiff	Edinburgh	Dublin
Colwyn Bay	Glasgow	
Swansea	Perth	

\* Indicates First Professional Examination only.

† Indicates First Professional and Registration Examinations only.

Some changes may have occurred in the addresses of examination centres, and candidates are advised to look carefully at their entry tickets to ensure attendance at the correct address.

10. A candidate to whom English is a foreign language should indicate this by a note on his application form, stating his mother-tongue and country of origin.

#### Part-time Courses

Members knowing of a part-time course in preparation for the L.A. examinations at an institute not listed on pages 40 to 42 of the 1959 *Students' handbook* are asked to notify the Secretary immediately as the 1960 edition is being prepared. The name and address of the institute should be given in the same form as the others in the list.

#### Annual Election of Council

Election of Councillors to serve from 1st January, 1960.

The following elections will take place in 1959 for Councillors to serve for three years, 1960-1962.

Three National Councillors from within a radius of 30 miles from Charing Cross.

Five National Councillors from beyond that radius.

Each candidate must be nominated by not less than two qualified voters.

Eleven Branch Councillors.

Each candidate must be nominated by not less than two qualified voters who are members of the

Branch in whose area the candidate resides or works.

(Section Councillors will be appointed by the Committee of each Section as previously).

Nominations as defined above must be delivered to the Secretary of the Library Association at Chaucer House not later than the 15th September. The Secretary will obtain the candidate's consent to serve and, if he has been nominated both as National and Branch Councillor, will also ascertain his decision as to the category in which he wishes to stand. In such cases his nominators will be informed accordingly.

Voting papers will be posted to qualified voters on 26th October.

#### A.A.L. Correspondence Courses

REVISION COURSES, SEPTEMBER-DECEMBER, 1959

A limited number of *Registration* and *Final* courses will be available for the session September-December. These short-period courses are reserved exclusively for those students who have already sat the examination in the subjects required.

The closing date for application is 25th August; it must be emphasized that after this date no application will be considered. Overseas students are ineligible.

#### FULL LENGTH COURSES

Application for F.P.E., Registration, and Final courses beginning Autumn 1959, must be completed and returned by 30th September. Full particulars of the courses offered are given in the current edition of the *Students' handbook*.

#### FORMS, FEES AND ENQUIRIES

Application for forms must be accompanied by stamped addressed envelopes and should be sent to the A.A.L. Hon. Education and Sales Officer, Mr. J. S. Davey, F.L.A., 49 Halstead Gardens, Winchmore Hill, London, N.21. The fee for each course, both revision and full length, is £3 10s. 0d. Students outside Europe taking full length courses are charged 10s. extra for each course.

(Continued from page 193)

#### Branch and Section Elections

##### North Midland Branch

Members of the Branch are reminded that there are three vacancies for the Branch Council due to be filled by election this year. Nominations, counter-signed by a proposer and seconder and endorsed by the nominee stating willingness to serve, if elected, should be sent to the Honorary Secretary, F. C. Tighe, B.A., F.L.A., Central Library, South Sherwood Street, Nottingham, by midday, Monday, 21st September, 1959.

#### DECIMAL CLASSIFICATION REVISION

The Decimal Classification Revision Sub-Committee of the Library Association requests the help of colleagues in the statistical analysis of British publications since 1950. Chartered librarians wishing to share in this work are invited to write to the Secretary, The Library Association, where a subject, or group of subjects will be assigned to them.

## Correspondence

(Correspondents are requested to write as briefly as possible.)

### AMERICAN AND CANADIAN LIBRARY POSTS

MR. F. RODGERS, B.A., F.L.A., *Assistant Reference Librarian, University of Illinois Library*, writes:

Mr. Harley's letter in the April RECORD (pp. 100-101) makes some useful comments on American library posts and the problems facing British librarians who accept them. But his catalogue of difficulties presents an atmosphere so discouraging that I think it should be dispelled.

The Akron Public Library advertisement (T.L.S. January 30th) for chartered librarians at "\$2,224-\$5,605 (£1,508-£2,000)" must indeed have seemed scarcely credible. I do not suppose that any American library has tried to attract its professional staff at such a low starting salary in the last decade or more. However, the fault lay not in the arithmetic of conversion (for which I was responsible), but in a simple misprint: the starting salary should have read \$4,224, as Mr. Harley might have guessed had he taken the trouble to reconvert £1,508 into dollars. The misunderstanding is particularly unfortunate as the library in question is a modern and progressive system with high professional standards. A number of British librarians have been employed there in recent years, and I am sure they all share my happy memories of a thoroughly rewarding and invigorating experience.

A practical conversion rate of six dollars to the pound seems to me excessively high, though it may well hold good for New York and its vicinity. I have recently seen quoted a rate of four dollars to the pound, which is probably a good average. But living costs vary widely in different parts of the U.S.A., and intending applicants should certainly seek advice in this matter before committing themselves.

Possession of a university degree is an undoubted advantage, since most American librarians complete a Master's degree before going into full time service; and admittedly state certification may be difficult to obtain without a degree. But no more than ten states have compulsory certification schemes for all librarians, while several others have very limited or purely voluntary certification. Likewise, the number of libraries under civil service jurisdiction must be a very small proportion of the more than 7,000 public libraries. In any case these problems will

normally not affect the applicant responding to a T.L.S. advertisement, but may arise later if one wishes to move to another post. Even when one rules out some places by reason of certification or citizenship requirements, the current staff shortage is so great that there is ample opportunity for well trained and experienced British librarians.

### READERS' ADVISORY SERVICE

MR. H. G. T. CHRISTOPHER, A.L.A., *Librarian, Penge Public Library*, writes:

We are perhaps not as daring as Mr. Ronalds (June RECORD, p. 166) would like us to be by having two assistants on duty at the Readers' Adviser's Desk at the same time, but at least we have, at Penge, one qualified senior assistant at the desk all the time the library is open, and two qualified assistants when the library is busiest, and, whatever the conditions, the desk is never left unattended—even the Librarian will do his stint if necessary!

How has it been done in such a small library? The staff has been divided into two categories—librarians (qualified, or in the process of qualifying) and counter assistants. The counter has been sited in the entrance hall and is used for the receipt and issue of books only, and the Enquiries Desk (as we term it) in the centre of the Lending Department to deal with all enquiries.

Several interesting points emerge from this arrangement. The first point is that the public and the local authority are recognising that there is a difference between the assistant serving them at the counter and those who deal with their enquiries—the public by asking more questions and seeking more advice, and the local authority by being more generous in its attitude towards salaries than hitherto, because it is becoming convinced that qualifications and experience are not being used on the donkey-work in the department. (It may be that the question "Why do you need qualifications to stamp books?" will gradually die.)

The public gets a sense of personal service because name-plates are used at the Enquiries Counter, and, in any case, since the official Readers' Adviser is on duty at the desk for the whole of her working hours, there is a feeling of continuity. The local authority is able to be told of the specific duty of each professional assistant instead of them being labelled "Assistants", "Senior Assistants", etc.

What of the counter assistants? Are they sub-human, do they feel frustrated at being cut-off from the professional work, or do the public look



down on them as being simply "fetchers and carriers"? Answer—"no" to all these questions. They are recruited from the secondary school and part-time married women ranks for the specific purposes of counter duties, therefore there is no feeling of frustration. They are bright, intelligent, and, what is more perhaps, friendly and courteous to the public with whom they have time to be pleasant, instead of making it obvious to the members of the public that what they are doing is beneath their dignity or capabilities (or am I maligning the ordinary library assistant?) The relations between the two sections of the staff are most cordial, because both sections acknowledge that one section is doing what the other does not want to do or cannot do. Needless to say, the counter assistants become quite knowledgeable about books, the catalogue, classification, and so on. In any case the question of two sections of the staff does not arise—they work as one.

The catalogue forms part of the Readers' Adviser's Desk, all requests for books and book ordering are channelled through this section, and all new readers are registered at the desk, so that the Readers' Adviser is the focal point of the service. It is not perfect, because too many things are being done at the desk, but at least we try to be daring.

#### LIBRARIANSHIP AND BOOKS

COUNCILLOR HUGH PECK, 110 Ribblesdale Road, Sherwood, Nottingham, writes:

As an institutional member I hope I may be allowed to express a view which I often air in my committee (and indeed in Council sometimes) in Nottingham.

To begin with, I have long thought that engineering is about power, that art is about pleasure-giving forms, and that transport is about moving things about. I even think—*mirabile dictu*—that human life is about *people*. And that none of these activities is about gadgetry and administration.

And I also entertain the appalling notion that librarianship should be about *books*.

I hope that you can find the space and have the inclination to see what anyone else thinks of this awful idea and that, perhaps, we sometimes forget what we are supposed to be at.

#### EARLY PROVINCIAL NEWSPAPERS

PROFESSOR R. M. WILES, McMaster University, Hamilton, Ontario, Canada, writes:

For some years now I have been gathering material for a book on early provincial jour-

nalism, and have the manuscript nearly ready for publication.

Through the kindness of many librarians in Britain and in North America, I have been able to examine files of most of the 140 different newspapers which were published before the reign of George III began; and it is gratifying that in recent months several newspapers not previously reported have come to light. But there are over a dozen country newspapers, known to have existed, which I have not been able to find. I am therefore venturing to enquire whether any readers of the RECORD can tell me where files or single issues of the following newspapers may be seen: the *Stamford Post* (1710-12); the *Liverpool Courant* (1712); the *Norwich Courant* (1712-16); the *Lincoln Gazette* (1728-29); the *Chester Weekly Tatler* (1733); the *Industrious Bee* (Chester, 1733-34); the *Durham Courant* (1733-40); the *Whitehaven Weekly Courant* (1736-37); the *Shropshire Journal* (1737-39); the *Lincoln Journal* (1744); the *Bristol Mercury* (1746-49); the *Hull Journal* (1750); *Luckman & Sketchley's Coventry Gazette* (1757-?); and the *Plymouth Gazette* (1759-60).

The sight of even one of these long-sought papers will make my forthcoming book the better, and it will make more nearly complete the "transatlantic" finding list—the first to be compiled, I believe. I shall be happy to visit, by appointment, any public or private library in which one or more of them may be examined.

#### TUTOR-LIBRARIANS

MR. A. C. BUBB, B.A., F.L.A., Librarian, Royal Technical College, Salford, writes:

Mr. Harris and Mr. Yescombe (each of whom is a mere Librarian) are right to put forward, in the June RECORD, (p.167) a definition of that curious term 'tutor-librarian'.

I feel, however, that their definition applies really to a librarian, without tutorial trimmings. To be a librarian is a full-time job for most of us, and good librarians are what technical colleges need, whether they all realize it yet or not. To call such beings tutor-librarians at all is rather like calling those who work with children story-telling librarians; there is too much emphasis placed upon one aspect of the work and a serious risk that the resulting title will be misunderstood.

The confusion has been made worse by the use of the term 'teacher-librarian' to mean someone who is primarily a teacher. It is small wonder, therefore, if in educational circles (and the views held there are important in this connection) tutor-librarians have been allowed, even expected,

to be, in some cases, lecturers with rather less than an adequate knowledge of librarianship.

We should do well, I think, to stress the importance of librarians in technical education, and to point out the respectability of our calling, just in case the word 'tutor' has been added to secure respect and the concomitant salary scales. Lecturing is often a rather inefficient means of instruction, but teaching, in some shape or form, is part of the work of many librarians, and it would help us all if this were more widely admitted.

I have no wish to squabble over two syllables, and I fear that the term 'tutor-librarian' will continue to be used, but I feel that the excellent definition put forward by Mr. Harris and Mr. Yescombe really implies a condemnation of 'tutor-librarianship' as such, and would not lose in force by saying so.

#### REFERENCE SERVICE

MISS J. E. GALLAGHER, F.L.A., writes:

A few days ago, I was browsing in a local public library, when I heard a member of the public ask an assistant, "Can you tell me what time Battle Abbey is open to the public?" The assistant stared vaguely around her and then lifted the telephone receiver and said to another assistant, "Shirley, do you know where I can find the times of opening for Battle Abbey?" Apparently Shirley did not know either and it was left to another member of the public to give the answer.

Now this library is a well stocked, clean and attractive library and there are several well known books in stock which answer this question, but I was appalled to think that the assistants were incapable of answering a simple reference query of this nature. This particular branch also has the nucleus of a good reference section and, what is more, a potential public for the use of reference facilities, but on this and other occasions I have noticed the deplorable lack of elementary reference knowledge of assistants, whom I know from personal experience have worked in the library for a number of years. Surely, something is wrong with our in-service training of assistants when this sort of situation is allowed to continue. It has been stressed before that it should not be left to the large reference libraries alone to become the information centres of our towns; even our small libraries are capable of becoming the natural information centre, and any good librarian will know that it is in the smaller libraries where the need for skilled reference knowledge and ingenuity is taxed to the fullest, but, are our qualified librarians doing their utmost to see that their own

bibliographical knowledge and enthusiasm is being imparted to their staffs?

There is little point in waxing eloquent over the points raised in the Roberts report for a need for a better public library service when part of the answer lies in making better use of the facilities already available. There are now more qualified librarians than ever before, and surely it is up to us to see that the best use is made of our libraries, and incidentally, to stop arguing about higher salaries. The need for these will certainly meet with greater approval from the public when we give the public a service worthy of the name of librarianship.

#### Appointments and Retirements

WATERSON.—Mr. E. S. Waterson, B.A., F.L.A., Librarian in charge, Reference Dept., Lancs. Co.L., to be Tutor-Librarian, Stafford County Technical College.

WATKINS.—Mr. A. H. Watkins, F.L.A., Deputy Borough Librarian, Bromley P.L., to be Borough Librarian.

WATSON.—Miss S. A. Watson, Senior Assistant, Manchester P.L., to be Librarian, Regional College of Art, Manchester.

WESTACOTT.—Mr. H. D. Westacott, A.L.A., Senior Assistant, Croydon P.L., to be Branch Librarian, Sheffield P.L.

WHITAKER.—Miss E. Whitaker, A.L.A., Assistant, Leeds P.L., to be Senior Assistant, Morecambe Region, Lancs. Co.L.

WHITE.—Miss D. H. White, M.A., A.L.A., Assistant-in-charge, Veterinary School Branch, Glasgow Univ. L., to be Children's Librarian, Stirling Co.L.

(Further entries held over.)

#### Retirement of Mr. Henrik Jones

Mr. Henrik Jones, Librarian and Information Officer to the Association, will retire in October this year after twenty-five years of service. The Council propose to make a presentation to Mr. Jones but it is known that other members of the profession would like to be associated with this tribute to him.

Any members wishing to subscribe should send their donations to the Secretary of the Association at Chaucer House as soon as possible.

#### Liaison

Correction. It is regretted that a note which appeared on p. 61 of the July issue of *Liaison*, in reference to Mr. A. H. Holloway, was incorrect in one important particular.

Mr. Holloway is to be Head of the Admiralty Centre for Scientific and Liaison (ACSIL), and not as stated.

We apologize for any inconvenience that may have been caused.

September 17th.—Youth Libraries Section (N.W. Branch). Afternoon and evening meeting at Widnes Public Library, 3 p.m. Discussion on children's books, followed by Mr. A. Pickup on "Children in the Library".

## Appointment Vacant

Chartered Librarians are advised to refrain from applying for any post in public libraries demanding Registration Qualifications (A.L.A. or F.L.A.) which is advertised in the General or Clerical Divisions of the National Scales or in accordance with the Miscellaneous Salary Scales.

### UNIVERSITY OF SYDNEY

Applications are invited for the position of LIBRARY OFFICER in the Fisher Library, the appointment to take effect from 1st January, 1960. Applicants must be graduates of a recognised university, must have professional membership of an approved Library Association or an equivalent qualification, and experience in a large library. The duties will be in the first instance to co-ordinate the work of the Branch and Department Libraries attached to the main Library.

The salary is within the range for Library Officer, Grade II, £A1,405—£1,505 for males, and £A1,195—£1,280 for females, plus cost of living adjustment.

Further particulars and information as to the method of application may be obtained from the Secretary, Association of Universities of the British Commonwealth, 36, Gordon Square, London, W.C.1.

Applications close, in Australia and London, on 5th September, 1959.

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